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ABSTRACT

This report contains a condensation and highlights of public hearings held by the Illinois State Advisory Council on Adult, Vocational and Technical Education (SACVE) and the Illinois Employment and Training Council (IETC) on the subject of community colleges in the state. During the hearings on this topic, 100 witnesses testified. The report is organized in two parts. Part 1 contains information and data provided to the State Advisory Council by the Illinois Community College Board and the Illinois State Board of Education pertinent to community colleges in Illinois. Findings revealed by two national studies relevant to postsecondary education enrollment trends are also included. One study reflects Illinois data. Part 2 of the document contains testimony given at the public hearings that was specific to community college programs and their needs. Testimony generally reflected satisfaction with the intent of the postsecondary system in Illinois. Witnesses voiced their opinions as to how these programs could be improved in order to better prepare the participants for employment in a rapidly changing workplace. (KC)

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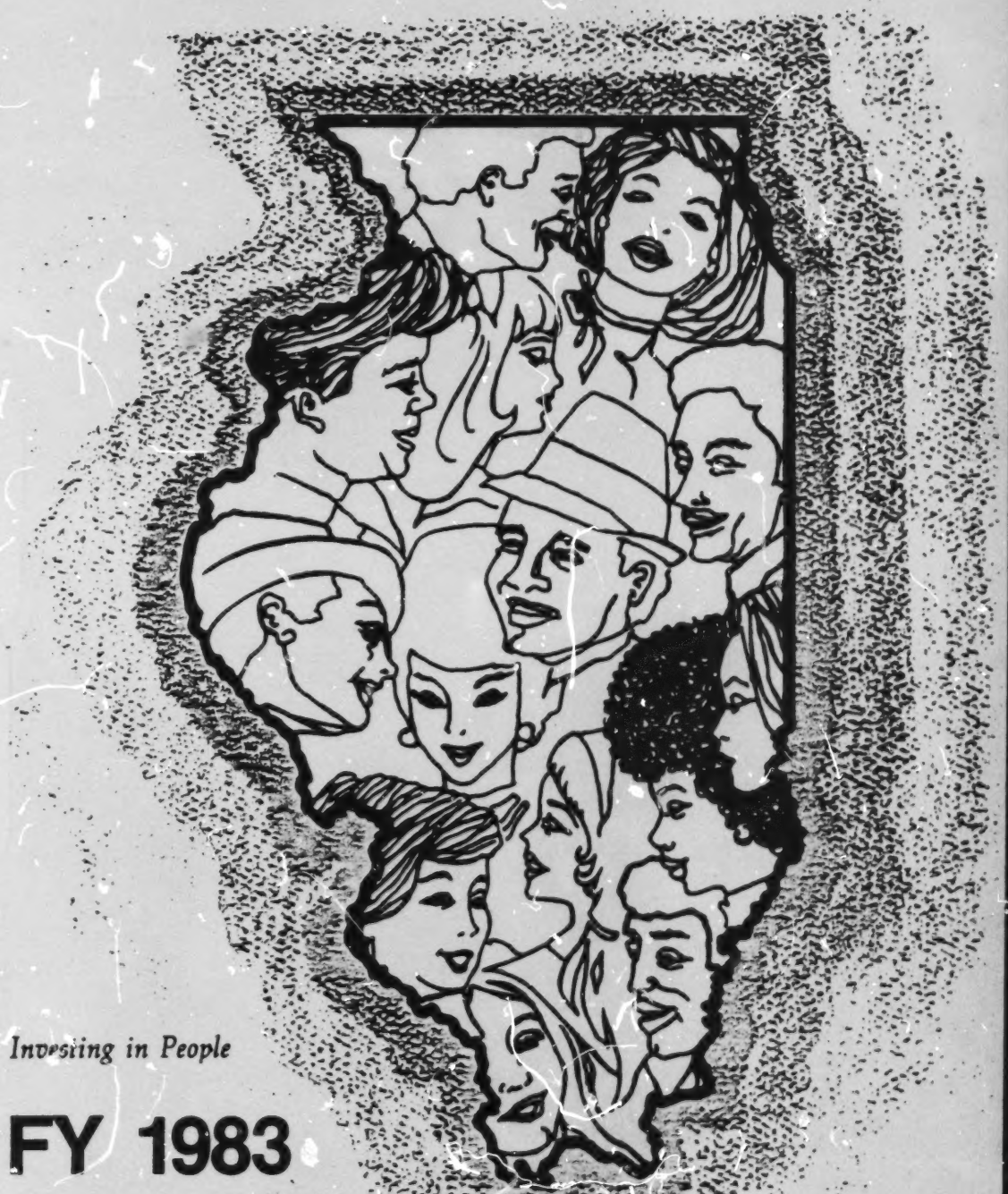
PUBLIC HEARINGS

Special Report: COMMUNITY COLLEGES

Vol. 2, No. 3



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FY 1983

SPEAKING FREELY

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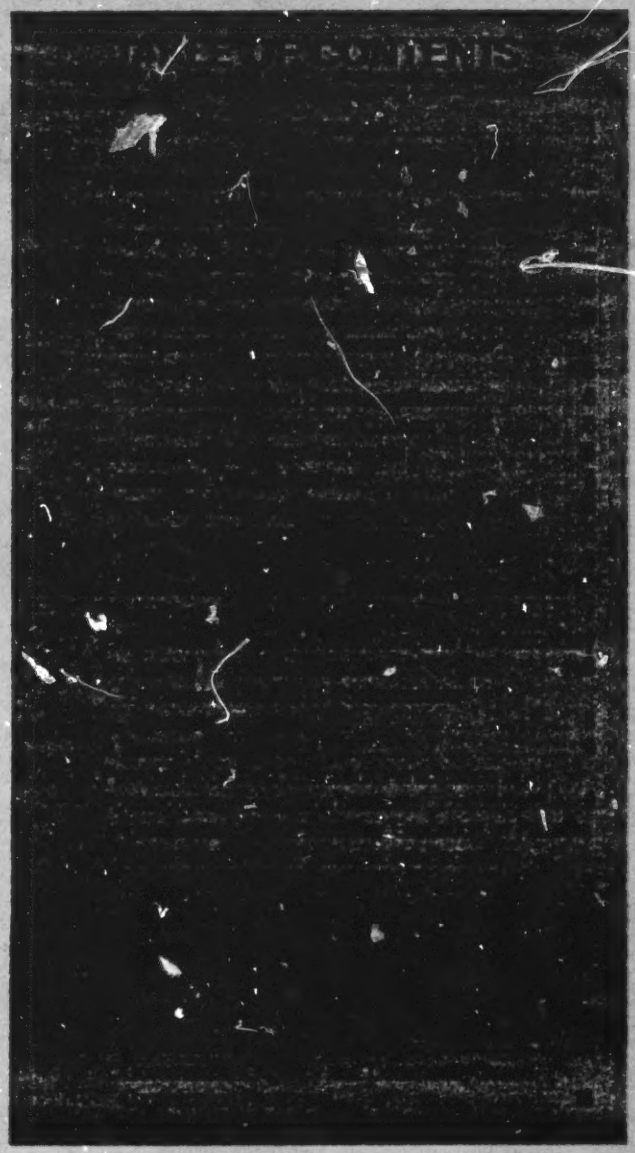
Federal Vocational Education funds, provided through P.L. 94-482, the Educational Amendments of 1976, Title II Vocational Education, were used to publish this report by the State of Illinois Advisory Council on Adult, Vocational and Technical Education.

P.L. 90-576 and P.L. 94-482 state "... evaluate vocational education programs, services, and activities assisted under this Act, and publish and distribute the results thereof."

SPEAKING FREELY
Vol. 2 No. 3

Community Colleges

A. PURPOSE OF THE PUBLIC HEARINGS



The State Advisory Council is required by federal mandate to conduct public hearings to gain input from the public about educational programs designed to prepare students for employment. Because educational programs are coordinated with programs and services provided by state and federal programs other than education, the Illinois Advisory Council on Adult, Vocational and Technical Education (SACVE) and the Illinois Employment and Training Council (IETC)--now known as the Illinois Job Training Coordinating Council (IJTCC)—have decided for the past three years to conduct the public hearings as a joint effort. Transcripts and reports generated from the hearings are given to the Illinois State Board of Education.

Input received at the public hearings is valuable information used in preparing SACVE's Annual Evaluation Report that is presented to the Illinois State Board of Education each year. The Evaluation Report contains recommendations to the State Board for enhancing the State's programs and services.

Testimony received by SACVE at public hearings often suggests ways to improve vocational education. The range of suggested revisions includes the delivery of programs, curriculum, programs and services offered, instructional materials and methods being used, and many others. Sometimes issues are addressed; sometimes philosophical thoughts are expressed; and sometimes discussion among participants emanates. Opinions about any one segment of Illinois' programs may vary from being critical to being complimentary.

The citizens of Illinois who come before the Advisory Council to share their expertise and ideas have "done their homework" and exhibit a genuine interest and concern for the preparation of our future work force. The Council believes that in addition to the State Board, there are others who could benefit from the ideas and thoughts presented at the public hearings. Therefore, the Council disseminates SPEAKING FREELY—the report of the public hearings—to additional audiences. These include members of the Illinois General Assembly, U.S. senators and representatives, local administrators and plan writers, teachers, parents, other state agencies and councils, and other states.

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B. ABOUT THIS REPORT

Part I. The contents of this section contains information and data provided to the State Advisory Council by the Illinois Community College Board and the Illinois State Board of Education pertinent to community colleges in Illinois. These are included in this document to provide the reader with additional information about the community colleges and the programs they provide to the Illinois citizenry.

Findings revealed by two national studies relevant to postsecondary education enrollment trends are also included. One study reflects Illinois data. These provide supplemental information useful for planning purposes.

Part II. This section of the document contains testimony given at the public hearings that was specific to community college programs and their needs. Testimony generally reflected satisfaction with the "intent" of the postsecondary system in Illinois. Witnesses voiced their opinions as to how these programs could be improved in order to better prepare the participants for employment in a rapidly changing work place.

C. PUBLIC HEARINGS PARTICIPANTS

Hearings	Location	Attendants	Witnesses	Pages of Testimony
*Rockford	Rockford Area Chamber of Commerce	29	10	84
Moline	Moline Public Schools, Allendale Adm. Center	11	7	61
Alton	J. B. Johnson Career Development Center	29	29	90
*Carterville	John A. Logan College	24	13	67
River Grove	Triton Community College	15	7	106
*Chicago	Illinois Bell	37	15	142
*Bloomington	Plumbers & Pipefitters Local 99 Bldg.	46	19	143
Totals		**191**	**100**	**693**
(Averages)		(27)	(14)	(99)

*Public hearings held jointly by IETC and SACVE.

Of the 100 witnesses called to testify at the seven hearings, 29 were females and 71 were males. These 100 witnesses represented six district groups—educators, employers, government agencies, military, unions, and vocational students. The number of witnesses in each group or a subgroup were:

Educators 43

Public Secondary = 12 (10 administrators, 2 teachers)
Public Postsecondary = 30
Private Vocational = 1

Employers, including Local Advisory Council Members (Apprenticeship, Business and Industry) 19

Governmental Agencies (Job Service, CETA, Corrections, and Local Agencies) 15

Military 1

Unions 4

Vocational Students, Former Students, Parents, or Other Interested Citizens 18

Total 100

I.
INFORMATION ABOUT COMMUNITY COLLEGE PROGRAMS IN ILLINOIS

ILLINOIS COMMUNITY COLLEGES

Districts and Campuses

Illinois has 39 public community college districts with 52 colleges. These districts and college locations include:

District 522 Belleville
Belleville
- Belleville Area College, Belleville

District 503 Black Hawk
Moline
- Black Hawk College, Moline
- Black Hawk - Quad Cities, Moline
- Black Hawk - East, Kewanee

District 508 City Colleges
Chicago
- City-wide College
- Chicago Urban Skills Inst.
- Daley College
- Kennedy-King College
- Loop College
- Malcolm X College
- Olive-Harvey College
- Truman College
- Wright College

District 507 Danville
Danville
- Danville Area Comm. College, Danville

District 502 DuPage
DuPage
- College of DuPage, Glen Ellyn
- DuPage Main College, Glen Ellyn
- DuPage Open College, Glen Ellyn

District 509 Elgin
Elgin
- Elgin Community College, Elgin

District 512 Wm. R. Harper
Harper
- Harper College, Palatine

District 519 Highland
Freeport
- Highland Community College Freeport

District 514 Il. Central
East Peoria
- Il. Central College, East Peoria

District 529 Il. Eastern
Olney
- Frontier Community College, Fairfield
- Lincoln Trail College, Robinson
- Olney Central College, Olney
- Wabash Valley College, Mt. Carmel

District 513 Il. Valley
Oglesby
- Illinois Valley Community College, Oglesby

District 525 Joliet
Joliet
- Joliet Junior College, Joliet

District 520 Kankakee
Kankakee
Kankakee Community College, Kankakee

District 501 Kaskaskia
Centralia
- Kaskaskia College, Centralia

District 523 Kishwaukee
Malta
- Kishwaukee College, Malta

District 532 Lake Co.
Grayslake
- College of Lake Co., Grayslake

District 517 Lake Land
Mattoon
- Lake Land College, Mattoon

District 536 Lewis and Clark
Godfrey
- Lewis & Clark Community College, Godfrey

District 526 Lincoln Land
Springfield
- Lincoln Land Community College, Springfield

District 530 John A. Logan
Carterville
- John A. Logan College, Carterville

Community Colleges, continued

District 528 McHenry
Crystal Lake
McHenry County College, Crystal Lake

District 524 Moraine Valley
Palos Hills
Moraine Valley Community College, Palos Hills

District 527 Morton
Cicero
Morton College, Cicero

District 535 Oakton
Des Plaines
Oakton Community College, Des Plaines

District 505 Parkland
Champaign
Parkland College, Champaign

District 515 Prairie State
Chicago Heights
Prairie State College, Chicago Heights

District 521 Rend Lake
Ina
Rend Lake College, Ina

District 537 Richland
Decatur
Richland Community College, Decatur

District 511 Rock Valley
Rockford
Rock Valley College, Rockford

District 518 Carl Sandburg
Galesburg
Carl Sandburg College, Galesburg

Source: Illinois Community College Board (ICCB)

District 506 Sauk Valley
Dixon
Sauk Valley College, Dixon

District 531 Shawnee
Ullin
Shawnee College, Ullin

District 533 Southeastern
Harrisburg
Southeastern Il. College, Harrisburg

District 534 Spoon River
Canton
Spoon River College, Canton

District 601 East St. Louis
East St. Louis
State Community College, East St. Louis

District 510 Thornton
South Holland
Thornton Community College, South Holland

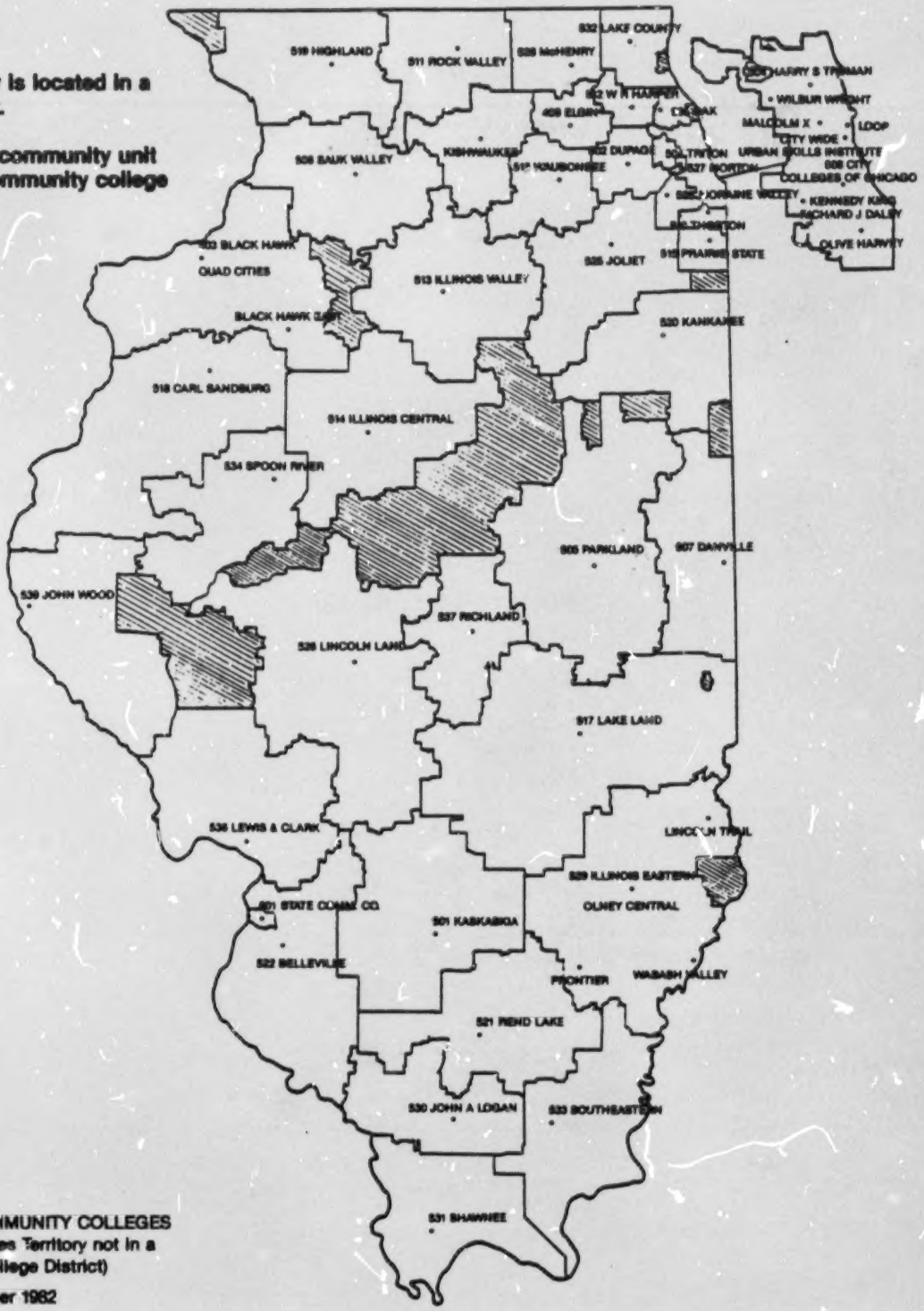
District 504 Triton
River Grove
Triton College, River Grove

District 516 Waubonsee
Sugar Grove
Waubonsee Community College, Sugar Grove

District 539 John Wood
Quincy
John Wood Community College, Quincy

COMMUNITY COLLEGE DISTRICT TERRITORIES

- 92% of the State's territory is located in a community college district.
- 42 public high school and community unit districts remain outside community college territory.



ILLINOIS PUBLIC COMMUNITY COLLEGES
(Shaded Area Indicates Territory not in a Community College District)

September 1982

PARTICIPATION IN ILLINOIS COMMUNITY COLLEGE PROGRAMS

UNDUPLICATED HEAD COUNT ENROLLMENTS (FY 82)

Baccalaureate	198,102
Occupational	172,084
Vocational Skills	56,876
General Studies	140,557
Adult/Remedial	223,496
Total	**791,496**

NUMBER OF PROGRAMS AND COURSES (DECEMBER 1982)

	Programs	Courses
Baccalaureate	734	15,873
Occupational	4,535	24,489
Vocational Skills	503	6,048
Remedial/Developmental	82	1,024
General Studies	447	7,695
Adult Basic/Adult Secondary	119	1,990
Total	**6,420**	**57,119**

COMMUNITY COLLEGE GRADUATES (FY 82)

Baccalaureate and General Studies	Occupational and Vocational Skills
9,109	16,441

COMMUNITY COLLEGE STAFF

Full-time Faculty	5,056
Part-time Faculty	13,197
Full-time Counselors and Librarians	853
Part-time Counselors and Librarians	207
Full-time Classified Staff	4,501
Part-time Classified Staff	4,921
Total Employees	**27,587**

COMMUNITY COLLEGE FINANCES

Operating Revenues (FY 82)

Local Taxes and Chargebacks	$152,138,090
Tuition	87,195,920
Student Fees	5,309,371
ICCB Grants	138,462,238
Corporate Personal Property Tax Replacement	13,194,521
State Board of Education/Other State	1,809,766
State Board of Education/Vocational Education	8,395,599
Federal	3,025,492
Other	20,625,408
Total	**$430,156,405**

Facilities (1965-1982)

State Funds	$368,000,000
Local Funds	313,000,000
Federal Funds	31,000,000
Total	**$712,000,000**

Net Assignable Square Feet	Gross Square Feet
11,270,263	16,594,730

Source: Illinois Community College Board

POSTSECONDARY AND ADULT ENROLLMENTS IN VOCATIONAL EDUCATION PROGRAMS (FY 82)

Vocational Education Programs	Postsecondary and Adult Enrollments
Agricultural	4,809
Business, Marketing & Management	
Distribution	25,113
Office	99,319
Health	43,004
Home Economics	
Occupation of Homemaking	85
Home Economics Occupations	12,876
Industrial	
Technical	33,693
Trades and Industry	72,331
Other (Not Elsewhere Classified)	5,998
Sub-Total	297,228

Special Programs in Vocational-Education	Postsecondary and Adult Enrollments
Consumer and Homemaking (Depressed Areas)	6,185
Displaced Homemakers	248
High Impact Training Services	1,731
Work-Study (also included in program enrollments)	(316)
Sub-Total	8,164
Total	305,392

Source: DAVTE/ISBE

EMPLOYMENT OF PERSONS WHO COMPLETE POSTSECONDARY VOCATIONAL EDUCATION PROGRAMS

Each year through the Vocational Education Data System (VEDS), 20% of the local programs conduct a follow-up of their program completers to determine the status of their employment. The following data of postsecondary students were provided by the VEDS through the Department of Adult, Vocational and Technical Education of the Illinois State Board of Education.

An explanation of the various categorical descriptions include:

Postsecondary: Refers to programs in regionally accredited institutions, e.g., community colleges and technical institutes. (Corrections programs contracted through the community colleges would also be included.)

Employed Related: Completer is employed in a field related to the field of training. May also be pursuing more education.

Employed Unrelated: Completer is employed but not in the field trained. Individuals pursuing education are not included in this group.

Pursuing education: A completer who is enrolled in additional education courses or programs may also be employed in job unrelated to training.

Unemployed: Completer who is seeking employment.

Not in Labor Force: Not in labor force and not seeking employment.

EMPLOYMENT STATUS OF POSTSECONDARY COMPLETERS

**EXPLANATION OF PERCENTAGES (%): The top % figure is the percentage based on the total number of former students surveyed. The bottom % figure is the percentage of only the number who responded to the survey, i.e., excludes those listed as "status unknown." Follow-up studies of completers who were reported as "status unknown" reveal that the majority of these former students did not respond to the survey because they were either unemployed or dissatisfied with their employment. All percentages have been rounded to the nearest whole number.

Program	Total Surveyed	Total Responding	Status Unknown	Military	Employed Related **	Employed Unrelated **	Pursuing Education **	Unemployed **	Not in Labor Force **
Agriculture	103	62 60%	41 40%	0 0% 0%	45 44% 73%	8 8% 13%	7 7% 11%	0 0% 0%	2 2% 3%
Distributive	156	63 40%	93 60%	0 0% 0%	38 24% 60%	9 6% 14%	11 7% 17%	4 3% 6%	1 1% 2%
Health	858	368 43%	490 57%	0 0% 0%	321 37% 87%	9 1% 2%	11 1% 3%	14 2% 4%	13 2% 4%
Home Economics	97	36 37%	61 63%	0 0% 0%	21 22% 58%	1 1% 3%	6 6% 17%	5 5% 14%	3 3% 8%
Office	610	301 49%	309 51%	2 ½% 1%	181 30% 60%	37 6% 12%	32 5% 11%	33 5% 11%	16 3% 5%
Technical	189	86 46%	103 54%	1 1% 1%	49 26% 57%	11 6% 13%	20 11% 23%	4 2% 5%	1 1% 1%
Industrial	593	256 43%	337 57%	3 ½% 1%	134 23% 52%	54 9% 21%	26 4% 10%	25 4% 10%	14 2% 5%
TOTAL	**2308**	**1174** **45%**	**1434** **55%**	**6** **0%** **1%**	**790** **30%** **67%**	**129** **5%** **11%**	**114** **4%** **10%**	**86** **3%** **7%**	**50** **2%** **4%**

AVERAGE HOURLY WAGE

	Full-time Employment				Part-time Employment			
	Male		Female		Male		Female	
	No.	Wage	No.	Wage	No.	Wage	No.	Wage
Agricultural	18	$ 4.49	9	$7.05	0	0	0	0
Distributive	11	$11.70	8	$8.78	0	0	1	$ 3.50
Health	23	$ 7.89	189	$6.63	3	$ 4.79	50	10.34
Home Economics	0	0	16	$4.24	0	0	2	$ 4.03
Office	31	$ 9.14	109	$6.09	0	0	11	$ 4.87
Technical	38	$ 9.87	4	$8.95	0	0	1	$ 3.50
Industrial	63	$ 8.53	25	$7.58	2	$12.37	6	$ 8.09
TOTAL	186	$ 8.60	372	$6.45	5	$ 7.82	80	$ 9.11

PREVIOUS VOCATIONAL EDUCATION PARTICIPATION OF POSTSECONDARY EDUCATION STUDENTS

Researchers at the National Center for Research in Vocational Education (Columbus, Ohio) reviewed high school transcripts and conducted interviews using a national sample of 3054 civilians who reported completing high school from 1974 through 1980. The researchers compared patterns of participation in high school vocational education and enrollment patterns of these former students in postsecondary education. Participation in high school vocational education programs was classified as follows:

Classification	Units of Vocational Education Coursework
1. Concentrators	6 or more units during a 3-year period
2. Limited Concentrators	3 or more units during a 2-year period
3. Concentrators/Explorers	Several years early in high school years
4. Explorers	3 or more units, not in sequence
5. Incidental/Personal	less than a full unit
6. Nonvocational	No units in vocational education

Enrollment In Postsecondary Education By Patterns Of Vocational Participation At The Secondary Level

Type of Postsecondary Education	Pattern of Participation						
	Concentrator	Limited Concentrator	Concentrator/ Explorer	Explorer	Incidental/ Personal	Non-Vocational	Total
No postsecondary	43.7%	35.8%	37.5%	34.8%	24.8%	22.1%	29.5%
Training program or institution	20.7% 37.7%	17.5% 37.8%	10.7% 32.4%	13.6% 42.9%	8.3% 27.4%	6.7%	11.3%
Two-year college or university	17.0%	20.0%	21.5%	29.3%	19.1%	16.9%	18.9%
Four-year college or university	18.6%	26.6%	30.1%	22.3%	48.1%	54.3%	40.2%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
(N)	(327)	(560)	(315)	(43)	(1148)	(672)	(3054)

NOTE: The percentages in the table represent the weighted distribution of cases; the percentages may not sum to 100 due to rounding. The numbers in parentheses denote the reallocated, unweighted sample size, which is based on the weighted distribution of cases. The asterisk (*) indicates that the category number is less than 25 actual cases. Missing cases are excluded.

Source: *Postsecondary Experiences of Students with Varying Participation in Secondary Vocational Education* by Paul B. Campbell, John A. Gardner, and Patricia Seitz.

PLANS AND ACTUAL ENROLLMENTS IN POSTSECONDARY EDUCATION BY ILLINOIS CITIZENS

The following reflects 1) the intentions of 1980 Illinois high school seniors regarding their plans to participate in educational programs following high school and 2) the actual enrollment in educational programs of these students two years later. The citizens were part of a national probability sample who participated in the 1980 base-year and 1982 follow-up surveys of the *High School and Beyond* study sponsored by the National Center for Education Statistics and conducted by the National Opinion Research Center.

Postsecondary Activities	1980 Survey of Plans	1982 Survey of Enrollments	1980 to 1982 Net Changes
1. Attend an apprenticeship, business, technical, trade or vocational school	6.9%	7.8%	+ 0.9%
2. Attend a community college	15.3%	25.6%	+ 10.3%
a. academic program	(10.0%)	not available	
b. vocational or technical program	(5.3%)	not available	
3. Attend a four-year college or university	39.6%	37.6%	– 2.0%
Total with postsecondary plans	61.8%	71.0%	+ 9.2%
4. Other plans or no response	38.2%	29.0%	– 9.2%

Source: *High School and Beyond*, 1980

II.
PUBLIC HEARING TESTIMONY ABOUT COMMUNITY COLLEGES

Of the 100 persons testifying at the public hearings, 43 were educators. . . . Of the 43 educators, 30 represented public postsecondary education—usually the community college. Most witnesses limited their testimony to concerns, opinions, or suggestions about the group they represented. Most of the testimony about community colleges came from community college personnel. Representatives of unions or agencies who had been involved in contracting services of community colleges also offered testimony about community colleges. Witnesses from employer and student groups said little about community colleges; generally employers expressed concerns about basic skills and/or education at the elementary level. Students and former students expressed appreciation for their vocational experiences in adult, CETA, and secondary-level programs.

Excerpts of testimony selected for this report include seven (7) testimonies presented by community personnel and one witness from each of the following: universities, local school districts, organized labor, and a locally-based governmental agency and a community-based organization. Testimonials selected were representative of the flavor of other testimonies and statements made during participant-hearing panel dialogue.

TESTIMONY OF COMMUNITY COLLEGE PERSONNEL

Witnesses from community colleges in Illinois noted concerns about education, reimbursements, technology and the economic problems which Illinois citizens now face and presented their recommendations for dealing with those problems in the State's community colleges.

A Vice President for Public Affairs said:

". . . Obsolete equipment and obsolete technical training will be the overriding threat that community colleges face as they attempt to take on an increased role in attracting and retaining business in Illinois. . . . It is virtually impossible to fund every community college in every . . . area. . . . It is time in Illinois for us to view community colleges as a system." The witness suggested that Illinois adopt a competitive system used in South Carolina which "presumes that certain community colleges have strengths . . . and [should] be able to serve a system-wide need."

The witness described the procedures used by South Carolina by saying that first the State decided to establish centers for high technology technician training. Rather than having one center for training all types of high-tech technicians, they decided to identify the technological fields in which technicians were most needed and then build on the strengths of existing communities to support an "Innovative Technical Resource Center" in each field. South Carolina identified five fields—advanced machine tools, advanced office occupations, computer applications, microelectronics and robotics.

South Carolina established a set of criteria for evaluating proposals from competing community colleges. The criteria for selection were divided into five categories—faculty, facilities and equipment, commitment of the administrators of the educational institution, service area support, and geographic location. Each category was rated on a scale of 1-5 on a weighted basis with faculty and facilities each weighted at 30%, commitment at 20%, service area support at 10%, and geographic location at 10%.

The witness suggested that because of "greater geographic distances" in Illinois than in South Carolina, Illinois should have more than one Center per high-tech field and locate them so that students and key industries in each region of the State would be best served by the programs. The witness also suggested that Illinois adopt a strategy of another southern state in establishing high-tech technician training centers. That strategy was to have the Governor solicit donations of equipment for the Centers from businesses and industries in the State."

An Associate Dean of Career Education testified about the implications of regional programs for student access. She said:

"Student access to vocational programs has always been a priority in the Illinois community college system. . . . Inherent in the concept of area, regional, and statewide programs is the need to make such designated programs accessible to students from districts that do not offer such programs.

"The system will function, however, only so far as artificial barriers do not develop that delimit students' opportunities for access. At the present time examples are developing whereby agreements between community colleges result in students' freedom of program choice being substantially limited. Access is not enhanced, for example, when a student

from Cicero, Illinois is limited only to a program located in Glen Ellyn, Illinois, or when a student from Park Ridge is limited only to a program located in Grayslake.

"The above problems are developing as a result of emerging cooperative agreements as one form of addressing problems of declining income and increasing expense. Cooperative agreements are in many places eliminating the possibility of chargebacks, thereby saving the sending district scarce resources but also limiting the student's access to programs.

"A simple solution would be to eliminate all chargebacks and permit students to enroll at any college as an in-district student. This solution, however, defeats the basic principle of chargebacks; namely, that because local taxpayers are funding about one-third of the cost of programs at their community college, it is only fair that out-of-district student's districts compensate the receiving college for this portion of the cost of programs.

"In order to enhance student access to programs . . . the following addition to existing Illinois Community College Board rules" [are proposed]:

3.07.03 Within the same region, a district shall be entitled to receive chargebacks in a program from a second district which does not have that program notwithstanding any cooperative agreement that second district may have with a third district.

3.07.04 A district may receive chargebacks in a program from a second district which does not have that program notwithstanding any cooperative agreement providing the chargeback is for a student who lives closer to the first district than to the college in the cooperative agreement."

The president of a large suburban community college said:

"I'm concerned about the orientation of our society and all of our educational institutions with entry-level training [for] 18-, 19-, 20- and 21-year-olds to get a job. That has been our focus essentially since World War II with our present system, and the majority—like 75%—of the present work force is going to be with us for the remainder of the century; yet we are going to be having a wide variety of changes in technology which will make a lot of people's skills obsolete, and they are mature adults.

"We need to shift our focus from entry-level to retraining of adults throughout their careers, and I think there needs to be a great deal of study and analysis and some timely action taken on that topic. . . . There is just a myriad of questions about retraining for the duration of the century and beyond for that matter. We just need to understand this and enable our institutions to respond appropriately. It would just take a change in our orientation, a change in our focus. There are going to be fewer and fewer 18-year-olds. There will be more people throughout the whole adult age range throughout the State of Illinois . . . something like a 30% decline in 18-year-olds.

"What I'm really thinking about is . . . a fundamental shift in our thinking to enable people to be retrained. . . . For example, do we want '[people] to be unemployed' [before] we retrain them? It seems to me a little unproductive and traumatic for the people [and] costly for society. I'd like to see us have a system that enables" [people] to get a different skill in a more orderly fashion. Less trauma is one problem to be solved. Our institutions, our high schools, our colleges, [and] our universities . . . have been preoccupied [with] . . . and designed primarily for 18-year-olds. . . . We need to be more all encompassing than that, and I think we can save people a great deal of heartache and also improve our economy as well."

. . . Associate Vice Chancellor of the City of Colleges of Chicago said:

". . . The growth of high technology creates a challenge for postsecondary institutions to meet the training needs of business and industry. Faculty must keep abreast of new developments; the latest equipment must be acquired and put into use; and training programs for new and replaced workers and the upgrading of present workers must be emphasized. New curricula, modification of existing programs and new delivery systems are equally important. There are dramatic advances in fields such as computer applications, microelectronics, and automated machinery and processes, including robotics. These technological developments in commerce and industry require important changes in techician education at the two-year college.

"Some industries find themselves in a squeeze between foreign competition and rising costs of energy, labor, and materials. Although some industries or companies within those industries are struggling for survival, others are using new technologies to increase their share of the market, improve productivity, and utilize human resources more effectively. The improvements they have achieved have often required substantial changes in work settings, equipment and processes, job performance requirements, and occupational demands. Since adopting or adapting new technologies is part of the competitive edge for any company, there are serious implications for the companies' utilization of human resources and equipment and for the educational institutions that prepare people to work in such companies.

"If postsecondary vocational education is to play a role in aiding businesses and industries to maintain or regain their technological leadership and improve productivity, innovative approaches and strategies are needed. Even more important, postsecondary institutions will need to become actively involved in helping transfer technological innovations to industry. Vocational educators should be encouraged to move beyond their current reactive roles to a more aggressive stance in promoting the use of new technology in the business and industrial community.

"In order for community colleges to maximize their usefulness at the local level, they must employ the strategies and recommendations for successful practices which are divided into four basic function areas:

a. Program Planning
b. Finance and Equipment
c. Staff Development and Recruitment
d. Curriculum Development and Delivery Systems

"Community colleges need to increase and improve their active participation in assisting businesses and industries to utilize and implement advanced technology. However, the following kinds of assistance and support will be necessary:

1. State sources should consider special funding beyond the regular credit hour funding in the formula.

   a. Supplementary grants for high technology programs for new and emerging occupations.
   b. Special funding for technical advisory committees to develop and offer a program or workshop to update instructors, i.e., have the advisors teach the teachers.
   c. Provide special funding for high demand faculty required for high technology.
   d. Special assistance for the adaptation of courses and materials developed by business and industry for implementation by postsecondary institutions.
   e. Added incentives for companies to allow community colleges to offer in-plant courses in order to provide access to the plant and familiarity with high-tech equipment.

2. Simplify the approval process for new programs, courses and course revisions in order to respond quickly to industries' needs.
3. Establish a local or regional group of employers such as an advanced technology council that can help create and finance new, advanced technical education projects.
4. Incentives for the establishment of linkages between postsecondary institutions and local technical and professional societies in order to share information and collaborate on curriculum development activities.

"Finally, if all of this help can become a reality, the task before community colleges will require not only cooperative training and retraining efforts, but also linkages on the part of employers, labor, and local and state funding sources."

Several questions were asked of the Associate Vice Chancellor at this point. The questions and the witnesses' responses to them follow:

"Private schools are growing . . . and replicating some of the programs that are being carried out in community colleges throughout the State of Illinois, one of the reasons being staff . . . [who are] prepared to teach high technical programs compared to the general technical teacher in the community college. Another one is the structure—school starts in September; school starts in January—and if you are unemployed in November, you've got to wait until January to get into such a program. Private schools have seemed to overcome that. Are you doing anything?"

"Yes, we are . . . particularly through our Chicago Urban Skills Institute. We'll run the programs at any particular time; we don't run them on a regular semester basis. . . . Those are skilled training kinds of programs such as machine shop, welding, etc., and we do the same thing within the City Colleges. We can run the programs intensified for a 6- or 8-week period. It doesn't necessarily have to coincide with the semesters as long as the instructional time is encompassed during the required training period."

"Is the credit unit one of the drawbacks? What are you doing? A lot of these people don't care about the credit. They want to get the training and they want to go get employed. Is that something we need to take a look at, funding for so-called credit courses compared to adult ed. for a lack of a better term?"

"Well, we think so, particularly with the development of the high-tech programs. The cost of the initial start-up and equipment are very high, and if they can give us an add-on . . . I know there [is] talk about some kind of funding in this area right now—the Illinois Community College Board. This add-on to the existing state aid formula for high-tech programs is something we would encourage and pursue."

"With the down economy tremendous numbers are unemployed especially reaching now into the white-collar sector. The evidence that I'm getting says that the credential barrier to employment is growing. [Earlier someone said that] . . . we have a lot of people who want training and are not necessarily interested in the credit, yet on the other side

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when I talk with employers, I see (because there is a bigger labor pool) . . . a greater demand for credentials. Are you experiencing that?"

A community college president described his district as below state averages in years of schooling, annual income and a . . . spring 1982 unemployment rate of 19.3%. He said that several coordinated actions are needed between the various responsible State agencies, local educational institutions, and potential employers. These actions should be undertaken in such a manner as to eliminate duplication of effort, stretch available funding resources, secure new funding courses (possibly through joint projects), and enhance the quality and appropriateness of education and training programs. He made nine recommendations:

"Increase the funding for such programs as HITS. This . . . approach has positively impacted the employment situation and the growth and expansion of businesses and industries in our district.

"Encourage colleges and other educational institutions (through funding incentives and other means) to begin concentrating on short-term quality training programs . . . to develop . . . entry-level skills for business and industry. All training programs should have . . . noncompromisable standards that assure the transfer of excellent work skills (including the basic skills of communication). These programs do not necessarily have to be developed in the traditional credit-degree-semester approaches; . . . they should be . . . concentrated (7- or 8-hour per day) programs with the primary aim being the development of competencies and employability in the shortest amount of time. This has proven successful at our institution and should continue.

"[Be] more flexible and less traditional to deliver training in a manner appropriate and convenient to business and industry rather than attempting to force these groups to fit our traditional scheduling arrangements. Institutional resources should be committed in such a manner as to zero in on the unique job specifications of a given industry or business type. If we can forge the proper partnership, we will be in a position to help the private sector groups develop specifically tailored training programs using institutional resources and services.

"We need, in many instances, to develop a new attitude regarding the 'ownership' of institutional programs and services. We should begin to conceive these programs in terms of 'your' and 'their' rather than 'our' programs. In this process we must take care to insure that high training standards and equal student accessibility are assured at all times.

"To properly serve our constituencies, we must within the next five years find sufficient funds for equipment replacement. . . . State assistance is very badly needed to help solve this problem. I recommend that increased equipment funding become a high priority at the State level.

". . . Start-up costs for new programs are substantial. . . . I recommend that all appropriate State agencies keep this need in mind as they develop funding recommendations for FY '84. I believe that the provision of start-up revenues could have a direct bearing on economic development for our area.

". . . It is apparent that potential workers will need to have greater command of a basic academic skill. . . . We have had the greatest response to our GED, ABE, and ASE . . . this year than . . . at any time in the history of the college. . . . We provided basic skill instruction to over 600 students during FY '82. State funds covered only 67% of these students, yet our funding in this area for FY '83, with even greater demand, . . . was decreased. . . . I feel that southern Illinois should be targeted for increased funding in this area.

"All possible resources should be used to support the establishment of economic-development offices on each community college campus in Illinois. Adequately fund these offices and provide them with all the necessary support to help them serve the needs of business and industry.

"Require (through incentives) that all agencies responsible for employment training . . . work in concert through cooperative planning and through some cooperative programming. . . . The recently mandated Adult Education Area Planning Councils are a start in the right direction. This concept may possibly have some application for occupational education.

". . . Encourage the involvement of all affected groups in the planning process for employment training. In addition to educational institutions, business and industry, we should also include local government representatives, agencies, labor groups, minorities, and the disadvantaged and handicapped constituencies."

A community college vice-president suggested some changes in credit-hour reimbursement procedures. He said:

"Current state funding is primarily derived from credit-hour reimbursement on enrollment that occurred 2 years prior to the actual funding year. While this approach permits schools to have expectations as to funding because it is based

on solid past data, it does little to encourage schools to meet shortages in technical areas. In fact, in all fairness, the system was not designed to meet those objectives.

"To encourage schools to adjust to changing needs of the Illinois economy, it may be desirable to establish a separate program that provides funds for performances achieved in an upcoming year in certain designated programs, i.e., funds provided in July of '83 would be used to reimburse on a credit-hour basis enrollment achieved during the period of July 1, 1983 to June 30, 1984. The money reimbursed would be for equipment to keep up-to-date. . . . Such a program would encourage colleges to develop programs in priority areas with expectation that funds to assist that development, or to remain current and up-to-date, would be available. The unique aspect of the program is that it focuses on pre-funding priorities and would require the funds to be used for equipment."

Another community college president focused his testimony on the economy of the nation. He said:

". . . The severe economic crisis confronting us . . . will require each section, both private and public, to reevaluate the very basis of our industrial society . . . [their] key to establishing a well-trained work force was strong and viable cooperation between the private and public sectors. It is this point which, I believe, we need to examine our present relationships and develop more effective mechanisms of cooperation. A common complaint is that in many cases there is very little communication between the private and public sector in education. The reasons are complex, and in the past a growing economy never forced an examination of a lack of communication.

"Today, the private and public sectors need one another to effectively mobilize and use scarce resources. . . . The alternative will be that the private sector will develop its own in-house training . . . duplicating the public sector. Such a commitment is very expensive. . . . Everyone will lose—the community, business, and the student."

TESTIMONY OF OTHER EDUCATORS

A university professor and a local school district administrator testified about the roles of their institutions in relationship to community colleges.

The university witness said:

"Secondary schools and the area vocational centers have a significant contribution that they can make to economic development . . . but I think the community colleges are going to, and will continue to, serve as the [primary] brokers of the training, and it seems to me that the universities' role in economic development will primarily serve as the trainers and educators at the levels above and beyond what would normally be associated with what the community college could do but also have the additional capability of providing the community colleges and providing the business people with the research and technical assistance capability that only a university can provide.

". . . in the years that I have been in the State—I've never seen the universities truly responsive to economic development to the extent that they could have been. So . . . one of our major thrusts is to pull the universities together the same as the community colleges are pulling together."

The local school district administrator said:

"I would like to discuss a specific . . . vocational program . . . as a model for replication. . . . In our district we emphasize career orientation at the K-8 level and at the secondary level prevocational and vocational programs are stressed. These programs are sequential and utilize career ladders and training needed to move from one area to another. Students who graduate from our secondary schools are guided into postsecondary agencies that allow a continuation of these careers. The adult education program of our school district could be considered a continuation of the high school program, but it is actually designed to give adults the needed training or retraining for the equivalency of a high school education or equivalent vocational training. . . . Many of our students do go on to a community college, and we work quite closely with the community college."

TESTIMONY FROM ORGANIZED LABOR

A representative of the ALF-CIO shared her perspective of this time in history and community colleges. She said:

"As we enter the 1980's our national economy is restructuring itself. Heavy manufacturing, which was once the central

force of industrialization, has fallen prey to new forces, remolding the marketplace in the late 20th century. Inflation, energy costs, new technologies, new industries, foreign competition in both labor and products are changing the way we live, what we buy, what we produce, and how and where we produce it. The economy is changing and with it businesses and the skills that they require are changing, too. . . . Plant closing and mass layoffs . . . [are] very visible and disruptive components of that process. . . .

"My function is to serve as sort of a liaison between training institutions, CETA prime sponsors, and dislocated workers [and] . . . to try to minimize the adverse effects of plant closings on workers, their families and their communities through the system of organized labor. One of the things we found with displaced workers is that they often do not know what kinds of options are available to them. They know very little about retraining programs. We have been putting on . . . workshops . . . to talk to them about income maintenance programs, available social services, job seeking skills and retraining. . . .

"We have found, contrary to what many sociologists and university professors had told me early on in this business, that workers really weren't interested in retraining. Not true, people. I've worked with thousands of them for two years. They are interested. They understand that many of the skills they possess are obsolete, and they are interested in retraining.

"I would like to compliment . . . the community colleges that I have worked with throughout the State. Their help has been incredible. We have worked with them in so many areas . . . job-seeking skills . . . resume writing . . . placement . . . and retraining. . . . They have really gone the extra mile . . . for our people."

The AFL-CIO witness concluded her testimony with five recommendations which are summarized below:

1. ". . . more adequate funding". . . .

2. ". . . forums for the exchange of ideas and information . . . on continuing basis"

3. "some really sophisticated occupational forecasting in order to assist displaced workers when they ask, 'What do you suggest I retrain for?'"

4. "'less red tape' so that . . . training programs [may be implemented] at a crucial point of intervention—before these people are really discouraged."

5. "longitudinal research projects that tell us how displaced workers are really affected by the retraining that they have received."

TESTIMONY FROM A GOVERNMENTAL AGENCY AND COMMUNITY-BASED ORGANIZATION PERSONNEL

The president of an agency which was founded in 1973 to assist minorities to participate in the private sector of the nation's economy offered his opinions about past, present, and future activities to improve the economy through education for employment. He said:

"Now everyone is looking at high tech. Colleges are looking at high tech. Unions are looking at high tech. The government is looking at high tech. I think the unique thing . . . that we are looking at [is] minorities in the age of high tech. We have recognized that far too many minorities and perhaps others have graduated with liberal arts degrees, with majors in social work and education, only to find no job at the end of the horizon. . . . While society made some great efforts in the 1960's and '70's . . . to resolve some of the most serious problems . . . some things are wrong. . . .

"Despite the fact that we have spent billions and billions of dollars . . . millions of people find themselves dependent on welfare, unable to have a marketable skill. . . . We might be able to change that. Occupational forecasting and projects are important because we do need to turn our schools around. . . . Some schools serving the minority community are not doing the same things that schools serving the majority are . . . to meet the needs of industry. . . . I would challenge [the sponsor of] this hearing to look at that balance. . . . I'm not suggesting that schools in urban areas are not doing their best, but there is a degree of aggressiveness that suburban schools have in terms of the relationships that they are forming. While suburban schools (like a community college in a Chicago suburb) have an 8 or 9% minority [enrollment], Chicago [community colleges] and others have 95% or 98%.

"I am very pleased that we are working very closely with the Chicago Junior College system and others in the Chicago community to help bridge the gap and resolve the problems; and, as a result, I am very optimistic about the future.

"What am I recommending? Well, I'm recommending that we do a couple of things:

1. I'm recommending that education take on the philosophy of [getting] in tune. . . . There are a lot of people out there who want to work, who have sacrificed, saved money to take a particular training program that had absolutely no correlation to the world of work, and so it seems to me that we need to take a new look at this.

2. I think we need . . . performance standards. . . . Those of us who are program operators involved in receiving taxpayers' dollars to train the disadvantaged . . . ought to [insist on] performance standards. . . .

3. I . . . think that there needs to be better coordination. . . . There needs to be much more teammanship. . . .

4. I think . . . we've got to do something about the crime situation that continues to drive industry out of our urban communities. . . .

5. I think . . . [JTPA] mandated a relationship between government and the private sector. I would like to see that expanded to mandate a better relationship between the educational community and the private sector . . . we do have some colleges and universities that are doing fine things but there are not enough of them. . . .

6. I think we need to remove politics from the employment and education process. . . . We must not sit idly by. . . . We've got to get serious about the fact that by the year 2000 more than 60% of the work force will be female, many of whom are . . . [single] heads of households.

7. I invite this [hearing] committee at another time to [let] me . . . [show them] a concept that we use that links . . . brokers' services with the private sector where companies . . . make commitments [to training programs]. We've used it with Donnelly . . . Motorola, Sears, and a number of other companies, and that's why our placement rate is 95%. Our retention after 12 months is 80%, and after 18 months is 72%."

A witness from a community-based organization said:

"I'm with the Chicago Alliance of Business. . . . We are . . . involved with . . . writing contracts with companies. (Last year we did over 1200.) My concern is for the people who are economically disadvantaged and who have the need for basic education. I see a tremendous response now by a number of suburban community colleges to work with employers to fill needs of 'new high tech' jobs. . . . Ninety percent of . . . [what they are doing is] taking people with skills and giving them new tasks and calling it new high-tech occupations.

"I think what the Board should consider is the focus of adult education and money spent on adult education. If I remember, the purpose for the creation of the community college system in the State of Illinois was . . . not only moving [people] into higher areas of academics but also [serving the] . . . great numbers of people . . . who for whatever reason left the public school system. What I am suggesting is . . . that the focus of adult education should probably be tied together . . . in a sequence . . . with skill training. . . . I'm really afraid that everybody's getting into this thing, so I wish that the Council would consider . . . adult education and where it is going. I don't think we have the luxury anymore to have adult education funds to have crafts or show people how to make flowers. . . . I don't know if that's within the authority of the college system [or] . . . within the authority of . . . adult education to use those dollars strictly . . . [for job preparation]."

Advisory Council on Adult, Vocational and Technical Education

1983
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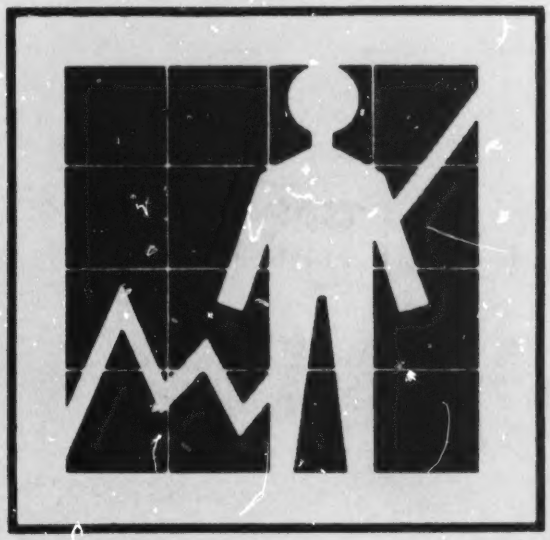
ROLES AND RESPONSIBILITIES

The Advisory Council on Adult, Vocational and Technical Education (SACVE) was established in 1969 by PL 90-576 and amended by PL 94-482, the Education Amendments of 1976. Federal legislation gives advisory councils the following responsibilities:

- ADVISE the State Board of Education regarding policies and planning for vocational education programs, services, and activities in the State.
- EVALUATE vocational education programs, services and activities.
- REPORT the evaluation findings to the general public, the U.S. Secretary of Education, and the National Advisory Council on Vocational Education.
- RECOMMEND ways to improve the quality, accessibility, and availability of vocational education.
- CONDUCT public hearings to give Illinois citizens an opportunity to express their views about vocational education.
- IDENTIFY the education, employment, and training needs of the State.
- PROVIDE technical assistance to local advisory councils.
- CONSULT with the Job Training Coordinating Council (established by the Job Training Partnership Act) about the need for education and training for employment.
- REPRESENT the demographic composition of the State's population and workforce.

ADDITIONAL ADVISORY RESPONSIBILITIES

- At the request of the Illinois State Board of Education (ISBE) the Council serves as an advisory council for Career and Adult Education.
- At the request of the Department of Corrections, the Council serves in an advisory capacity for educational programs in correctional institutions.
- The Council also serves in a liaison role with the Illinois Community College Board (ICCB).
- In addition, the Council actively participates as a member of the Illinois Occupational Information Coordinating Committee (IOICC); the University Council for Vocational Education in Illinois (UCVE); and the Illinois Job Training Coordinating Council (IJTCC).



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